# Subject Description Form

| Subject Code | APSS5782 |
|---|---|
| **Subject Title** | **Advanced Human Behavior and Social Environment** |
| **Credit Value** | **3** |
| **Level** | **5** |
| **Pre-requisite / Co-requisite/ Exclusion** | **Nil** |

| **Assessment Methods** | Items | Individual Assessment | Group Assessment |
|---|---|---|---|
| | 1. Group project | | 30% |
| | 2 Individual assignment | 20% | |
| | 2. MC quizzes | 40% | |
| | 3. Class activities | 10% | |

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student **must pass all the components** if he/she is to pass the subject.

| **Objectives** | This is an advanced study in the understanding of human behavior and the social environment specially designed for students pursuing a career in the social work or counselling profession. The subject begins by understanding the contributions and limitation of developmental psychology. Rather than merely using a biological, psychological or sociological approach to understanding human behaviors, the course aims to support students to adopt a multiple-perspective approach to understanding different behavioral/emotional issues across life stages. For those students who have insufficient background in the psychology or sociology, web-assisted material for self-study is encouraged to ensure optimal benefit from the present curriculum. |
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| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to: <br><br> a. recognize the dynamic interactions between human behaviors and social environment. <br> b. consider biophysical, psychological and sociological perspectives in analyzing behavioral/emotional issues across different life stages. |

| | c. recognize the ways in which different approaches to understanding human behaviors in social environment may lead to different assessments in human services.<br>d. demonstrate the ability to identify, access, evaluate, and apply academic references related to understanding a case. |
|---|---|
| **Subject Synopsis/ Indicative Syllabus** | • The biophysical, psychological and sociological perspectives<br>• Issues in pregnancy and infancy<br>• Issues in childhood<br>• Issues in adolescence<br>• Issues in young adulthood<br>• Issues in middle adulthood<br>• Issues in late adulthood |
| **Teaching/Learning Methodology** | A number of learning teaching activities will be conducted to help students produce documentation of their learning demonstrating abilities to transfer and apply diagnostic and creative skills in selected professional roles within a social work or counselling context. |

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assess tick as appropriate) | | | |
|---|---|---|---|---|---|
| | | a | b | c | d |
| 1. Group project | 30% | √ | √ | √ | √ |
| 2. Individual assignment | 20% | √ | √ | √ | √ |
| 3. MC quizzes | 40% | √ | √ | | |
| 4. Class activities | 10% | √ | √ | √ | |
| **Total** | **100%** | | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Group project is a group presentation, and a focused review of appropriate literature and clarity of discussion will be required. Students need to apply concepts and recognize the ways in which different approaches to understanding human behaviors may lead to different assessments. Completing group projects should have the following benefits:

   Students in the class have diverse training backgrounds, and completing group projects and conducting group presentations can facilitate students' sharing of their understanding and peer learning.

Giving students' opportunities to conduct group project and present their project during class can facilitate their involvement in the class activities.

For year 1 students, learning and sharing in a group also help them build a sense of community and belonging;

2. For the MC quizzes, accuracy of understanding is essential. Students need to apply basic concepts in analyzing human behaviors.
3. For the class activities, active participation will be valued. Different types of activities, such as online polling or discussions, will be used to help students recognize, apply and evaluate related concepts.
4. The individual assignment enables students to read updated literature about human behaviour and social environment, and promote the ability of understanding and summarizing knowledge from literature.

| **Student Study Effort Expected** | **Class contact:** | |
| --- | --- | --- |
| | ▪ Lecture | 39 Hrs. |
| | **Other student study effort:** | |
| | ▪ Reading and preparing for quiz | 35 Hrs. |
| | ▪ Preparing group project | 17 Hrs. |
| | ▪ Reading literature and completing individual assignment | 18 Hrs |
| | Total student study effort | 109 Hrs. |

| **Reading List and References** | **Recommended Textbook** |
| --- | --- |
| | Ashford, J., & LeCroy, C. (2013). *Human behavior in the social environment: A multidimensional perspective (fifth edition)*. Cengage Learning. (e-version available via PolyU library, sign in with student ID first)<br><br>Thyer, B. A., Dulmus, C. N., Sowers, K. M., & ebrary, I. (2012). *Human behavior in the social environment theories for social work practice*. Hoboken, N.J: Wiley. (e-version available via PolyU library, sign in with student ID first)<br><br>**Encyclopedia**<br><br>*Oxford Bibliographies in Social Work*<br>http://www.oxfordbibliographies.com.ezproxy.lb.polyu.edu.hk/page/social-work<br><br>**Website** |

Human Libraries Hub https://www.humans.asia/

**Other References**

Bergman, L.R., Magnusson, D., & El-Khouri, B.M. (2003). *Studying individual development in an interindividual context: A person-oriented approach.* NJ: Lawrence Erlbraum Associates, Publishers.

Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on Human Development*. London: Sage Publications.

Bugental, D.B., & Johnston, C. (2000). Parental and child cognitions in the context of family. *Annual Review of Psychology, 51:*315-344.

Carlson, J.F., & Waterman, B.B. (2002). *Social and personality assessment of school-age children: Developing interventions for educational and clinical use.* Boston: Allyn and Bacon. (A brand new effort in helping psycho-social professionals in developing intervention from both theory-based and context specific interpretations of assessment results.)

Ferguson, H., Kelly, L., & Pink, S. (2022). Social work and child protection for a post-pandemic world: the re-making of practice during COVID-19 and its renewal beyond it. *Journal of Social Work Practice*, *36*(1), 5-24.

Leach, M., MacGregor, H., Scoones, I., & Wilkinson, A. (2021). Post-pandemic transformations: How and why COVID-19 requires us to rethink development. *World Development*, *138*, Article 105233.

Lerner, R.M., Jacobs, F., & Wertlieb, D. (2003) (Eds.). *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs.* Vol 1-4. Thousand Oaks, Calif: Sage Publications, Inc.

Norlin, J.M., Chess, W.A., Dale, O, 7 Smith, R. (2003). (4th Ed.). *Human behaviour and the social environment: social systems theory.* Boston: Pearson Education Inc. (with separate organization / community theories)

Rogers, A. (2010). *Human behavior in the social environment*. New York; London: Routledge.

Steinberg, L., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology, 52:*83-110.

**Recommended Academic Journals**

*Journal of Psychology in Chinese Societies*
*Journal of Human Development*
*Journal of Human Behavior in the Social Environment*
*Journal of Early Childhood Research*
*Journal of Early Adolescence*
*Journal of Adolescent Research*